

WATERLOO | CO-OPERATIVE EDUCATION

Student Performance Evaluation

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 20382498
 Fall 2013
 3A Mechatronics Engineering
 Intelligent Mechatronic Systems Inc

Job Title: Software Test Associate, Enterprise

Job Description: Join the energetic team at IMS to help develop innovative solutions that make vehicles safer, smarter, and greener. Software teams at IMS are responsible for developing both the core engines that drive successful solutions, and valuable applications to deliver desired features. Design and development activities span the entire ecosystem, from embedded firmware to Linux, Smartphones (Android, iPhone, BlackBerry), and through to database-driven web-based applications. We innovate new solutions using existing and new platforms incorporating natural speech interaction, wireless communication, GPS, Bluetooth, and other interesting interfaces. About IMS: A pioneer in connected car technology, Intelligent Mechatronic Systems Inc. (IMS) of Waterloo, Ontario is dedicated to developing and commercializing real connected car solutions. The company's innovative technology includes iLane, an award-winning human machine interface (HMI) for in-car media, messaging and location based services as well as DriveSync®, an M2M platform that powers usage-based insurance, road tolling and fleet programs globally. IMS' unique approach uses both over-the-air and secure, in-car technology that allows drivers to access on-demand content from the cloud such as weather, real-time traffic and music as well as in-car content including emails, text messages and smart telephony apps from your smartphone. Why join IMS? * An innovative technology leader that is pursuing aggressive market growth * A company committed to your personal and professional development and growth * Industry-competitive compensation and flexible work hours * State of the art facility with free parking, close to walking trails, shopping, restaurants and summer outdoor markets Your tasks at IMS: - Work with a supportive and dynamic agile engineering team to test and assess quality for innovative embedded mobile platforms, desktop clients and/or web servers. - Generate creative solutions to complex testing problems. - Software development using Java (this would be considered a secondary responsibility) - Design and execute tests manually or with automated testing tools. - Have fun while doing what it takes to meet delivery dates and commitments. - Contribute to continuous improvement activities. Skills and Qualifications you bring to IMS: - Currently enrolled at an Intermediate Level in Computer Science, Engineering, Mathematics or related field - Strong analytical skills, an investigative attitude and an open mind. - Experience with software testing - Skilled in using scripting languages to automate tasks where appropriate - Strong communication and interpersonal skills - Driven, passionate and creative, and thrives in a fast-paced environment - Knowledge or demonstrated interest in wireless technologies - Familiar with Java web application frameworks and technologies (such as Servlets, JSP, Javascript, CSS, XML/XLS, or SQL) - Familiar with: *scripting languages (such as python, perl, ruby) *relational databases concepts and SQL queries (MySQL, Oracle) - Hands-on with Unix O/S's (Ubuntu, CentOS, Fedora etc.) Transportation and Housing: We're close to many student housing options. Below you will find a few links for the bus that will get you to and from our location. The links are for the #7 Mainline bus which is the only bus available. We have included two Google Maps links which have up-to-date bus departure times, pictures, and a GRT link which has further details. The "Google Maps" link for when travelling to IMS with the #7 going to Conestoga Mall is: <http://bit.ly/o4PY57> Please note: When coming to IMS with this bus, you'll need to stop off at East Side Mario's (immediately after passing the Chapter's bookstore). We're located across the road. Google Maps link for when travelling to IMS with the 7 coming from Conestoga Mall <http://bit.ly/p1mDhK> GRT link Route 7: <http://bit.ly/oophou>

1. Interest in Work. The degree to which the student pursues goals with commitment and takes pride in accomplishments.				
● 1	● 2	● 3	● 4	● 5
Developing Performance		Good Performance		Superior Performance
<ul style="list-style-type: none"> Shows little enthusiasm for assigned work, infrequently requests additional tasks 		<ul style="list-style-type: none"> Enthusiastic about their assignments/work, agreeable to new responsibilities, asks for new tasks 		<ul style="list-style-type: none"> Displays enthusiasm for work that is beyond their job requirements; proactively seeks new tasks and responsibilities

2. Ability to Learn. The extent to which the student becomes proficient with job duties and work processes.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Sometimes slow to become proficient at new tasks or work processes 	Good Performance <ul style="list-style-type: none"> Quick to become proficient at new tasks 	Superior Performance <ul style="list-style-type: none"> Exceeds expectations in the complexity and difficulty of work they are able to successfully complete 	

3. Quality of Work. The ability of the student to set high standards for own personal performance; strive for quality work; put forth extra effort to ensure quality work.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Work does not meet expectations, has more than the expected number of errors 	Good Performance <ul style="list-style-type: none"> Work is usually very thorough and well done, few errors 	Superior Performance <ul style="list-style-type: none"> Work is always very thorough and of excellent quality, few if any errors 	

4. Quantity of Work. The volume of work produced by the student, along with his or her speed and consistency of output.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Does not always complete work within time limits 	Good Performance <ul style="list-style-type: none"> Completes the majority of work within specified deadlines 	Superior Performance <ul style="list-style-type: none"> Consistently completes work ahead of schedule; seeks additional tasks 	

5. Problem Solving. The student's demonstrated ability to analyze problems or procedures, evaluate alternatives, and select the best course of action.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Can make routine decisions but needs guidance and checking 	Good Performance <ul style="list-style-type: none"> Can be relied upon to make good decisions, requires limited guidance 	Superior Performance <ul style="list-style-type: none"> Independently manages complex tasks and makes good decisions for work without guidance 	

6. Teamwork. The degree to which the student works well in a team setting.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Sometimes uncooperative; or experiences difficulty relating to others 	Good Performance <ul style="list-style-type: none"> Frequently cooperative, good team worker 	Superior Performance <ul style="list-style-type: none"> Consistently cooperative, proactively seeks to improve working relationships 	

7. Dependability. The manner in which the student conducts his or herself in the working environment.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Displays an inconsistent work ethic and does not always report to work on time or has some attendance issues 	Good Performance <ul style="list-style-type: none"> Displays a strong work ethic and is present at work and meetings in a reliable and timely manner 	Superior Performance <ul style="list-style-type: none"> Displays an excellent work ethic and volunteers to adapt personal schedule to meet work demands 	

8. Response to Supervision. The manner in which the student responds to direction and constructive criticism.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5	<input checked="" type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Sometimes disregards direction and feedback from supervisor 	Good Performance <ul style="list-style-type: none"> Integrates feedback from supervisor into their work to improve productivity & efficiency 	Superior Performance <ul style="list-style-type: none"> Takes the initiative to follow through on all feedback from supervisor and to continuously improve upon their daily tasks and approach to work 	

9. Reflection. The student's demonstrated ability to learn and adapt from previous experience.

<input type="radio"/> 1 <input type="radio"/> 2	<input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5	<input type="radio"/> 6 <input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance <ul style="list-style-type: none"> Has to be told many times before they modify their behaviour or approach to new work based on errors in previous performance 	Good Performance <ul style="list-style-type: none"> Occasionally needs reminder to modify their behaviour or approach to new work based on errors in previous performance 	Superior Performance <ul style="list-style-type: none"> Independently recognizes the errors in previous performance and proactively modifies their behaviour and approach to new work 	

10. Resourcefulness. The student's demonstrated ability to develop innovative solutions and display flexibility in unique or demanding circumstances.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Unsure how to approach new or stressful situations; has difficulty adjusting to changing priorities and circumstances		Good Performance • Responds appropriately to new or stressful situations; can adjust to changing priorities and circumstances with guidance			Superior Performance • Generates effective resolutions to new or stressful situations; readily adjusts to changing priorities and circumstances		

11. Ethical Behaviour. The extent to which the student's behaviour demonstrates integrity and ethics in work and relationships.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Needs guidance in making appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests		Good Performance • Is able to make the appropriate choices to avoid questionable conduct and/or a conflict of personal and professional interests			Superior Performance • Proactively identifies potential conflicts of interest or questionable conduct and acts to avoid or mitigate these issues		

12. Appreciation of Diversity. The degree to which the student shows understanding and sensitivity to needs and differences of others (i.e. ethnicity, religion, language, etc.)

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Has difficulty interacting with others due to individual differences		Good Performance • Has positive interactions with others and is respectful of individual differences			Superior Performance • Demonstrates leadership in promoting positive interactions and encouraging others to work together despite individual differences		

13. Entrepreneurial Orientation. The student's demonstrated ability to take informed risks that demonstrate creativity and add value to the company.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Has difficulty evaluating alternative ideas and making choices that enhance the department or organization		Good Performance • Able to evaluate alternative ideas and will sometimes make choices that enhance the department or organization			Superior Performance • Able to effectively evaluate alternative ideas and independently makes choices that enhance the department or organization		

14. Written Communication. The extent to which the student demonstrates effective written communication.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Not consistently clear and concise or requires frequent checking and editing		Good Performance • Normally clear, well organized and understandable and needs only moderate checking and editing			Superior Performance • Always clear, well organized and easily understandable; rarely requires checking and editing		

15. Oral Communication. The extent to which the student demonstrates effective oral communication.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Occasionally encounters difficulty with expressing ideas clearly and persuasively; demonstrates discomfort with public speaking		Good Performance • Normally clear, well organized, understandable, and persuasive, good public speaker			Superior Performance • Always clear, well organized, easily understandable, and exceptionally persuasive, excellent public speaker		

16. Interpersonal Communication. The extent to which the student effectively listens, conveys, and receives ideas, information, and direction.

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input checked="" type="radio"/> 6	<input type="radio"/> 7	<input type="radio"/> Not Observed
Developing Performance • Displays inconsistent listening skills and is reluctant to seek input from others		Good Performance • Interactions with others demonstrate acceptable listening skills and the ability to sometimes seek the opinions, ideas, and expertise of others			Superior Performance • Interactions with others demonstrate exceptional active listening skills and the ability to proactively seek the opinions, ideas, and expertise of others		

OVERALL PERFORMANCE RATING

<p>Outstanding Performance</p> <ul style="list-style-type: none"> The student has significantly exceeded all behavioural and developmental performance expectations in respect to output, quality standards, delivery of goals and assignments This rating is reserved for only those few students who have distinguished themselves by their unique contribution or exceptional performance <p>Your written comments are required below in order to register the rating of Outstanding.</p>	<input type="radio"/>
<p>Excellent Performance</p> <ul style="list-style-type: none"> The student has exceeded all performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is delighted with this student's performance 	<input checked="" type="radio"/>
<p>Very Good Performance</p> <ul style="list-style-type: none"> The student has met all and exceeded some performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is very pleased with this student's performance 	<input type="radio"/>
<p>Good Performance</p> <ul style="list-style-type: none"> The student meets performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is pleased with this student's performance 	<input type="radio"/>
<p>Satisfactory Performance</p> <ul style="list-style-type: none"> The student has not fully met the performance expectations in respect to output, quality standards, delivery of goals and assignments Receiving this rating means the manager is mostly satisfied with the student's performance 	<input type="radio"/>
<p>Marginal Performance</p> <ul style="list-style-type: none"> Overall performance requires improvement and/or certain key aspects of performance require improvement while other aspects may be satisfactory Receiving this rating means the manager is displeased with this student's performance 	<input type="radio"/>
<p>Unsatisfactory Performance</p> <ul style="list-style-type: none"> The student did not meet performance requirements 	<input type="radio"/>

Supervisor's Comments - Please comment on the student's overall job performance.
 -Highly regarded by all members of the team -Asks questions that show he is involved in the work -Has done some development and development support -Has done 1 / 2 demos (need to know what he thought of it) -Both quality / quantity were great -All in all, very happy with his work

Student's Comments - Please comment on your overall performance including your ability to achieve learning objectives and your future employment expectations.

Supervisor's Recommendations - Please provide your recommendations for the student's personal and/or professional development (optional).

*** required fields**

***Did you review the completed evaluation form with the student?** Please ensure the student has a copy.

- Yes No

***Do you wish to have the student return for the next work term?**

- Yes No Not Applicable

***If yes, have you offered to re-employ the student for the next work term?**

- Yes No To be determined

If yes, was your offer:

- Accepted Declined

If the student accepted, please confirm the work term dates:

Dates

To be determined

Co-operative Education will contact you to confirm new job details.

Supervisor: Tim Donkersgoed

Title: Manager, Development Quality

Management/Human Resources:

Title: